

Summit Public Schools

Summit, New Jersey Art – Summit High School Length of Course: One Year Art 1 / Art 2 Curriculum

Course Description: Art 1 is a full year, hands-on course utilizing a wide variety of materials, equipment, and tools. Although similar in content to Studio Art, a one-semester course, Art 1 differs by its emphasis on in-depth exploration of materials and problems. The course will: investigate in-depth the formal elements of design, including line, form, texture, composition and color; provide graduated and sequential processes with attention to quality and craftsmanship; culminate these activities with a demonstration of an understanding of the inter-relatedness of these elements.

Art 2 begins with a review of the formal elements of design that were discussed in Art 1/Studio Art. Students are then given projects that focus on creativity and an exploration of a wide range of different mediums based upon personal need, interest, ability, and experience. There will be both qualitative and quantitative expectations in the areas of two- and three-dimensional work.

Mediums and media may include any and all of the following: drawing, painting, mixed media, collage, printmaking, clay, wood, computers, photographs, and found objects.

Unit I – Line

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Big Ideas: *Course Objectives / Content Statement(s)*

Line is the most fundamental mark an artist can create when starting a piece. From line, shapes, value, color, form, and space can be created.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How does line influence our perception? • How can an artist vary the use of line? • How can line show value, emotion, and movement? • How does one develop thoughts and ideas into a piece of art? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Line is the most basic of the elements of art. • Changing and altering lines will create different moods, values, and movement. • From line, shapes, form, value, texture, and color start to emerge.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p>	<ul style="list-style-type: none"> • Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. • Demonstrate effective and accurate use of art vocabulary throughout the art making process. • Demonstrate visual thinking skills to process the challenges and execution of a creative endeavor.
<p>1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for</p>	<ul style="list-style-type: none"> • Use the structural elements of art and the organizational principles of

<p>corresponding visual artworks.</p>	<p>design in works of art to establish an interpretive and technical foundation for visual coherence.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Sketchbooks: Art 1 & Art 2 Throughout the course, gather ideas, record, and practice in sketchbooks to further artistic vision. • Repetition of Line Drawing: Art 1 Start with a square piece of paper, and make 3 lines that do not intersect (they can touch) but go off the page. Fill each of the shapes made with lines that mirror the lines created by the edge of the paper and the lines already on the page. • Abstract Contour Drawing: Art 1 Create a blind contour drawing of an object. Once complete, lines from the object will be drawn off the page. These lines are random and come from the object itself. The lines can intersect and go through the object itself. Once complete, each new shape is shaded using colored pencils or graphite. • Perspective Boxes: Art 1 Practice the rules of one and two point perspective. Create a drawing of a box from 9 possible angles using one and two point perspective. Use these rules to draw a group of boxes accurately from life. • One- or Two- Point Perspective: Art 1 This project consists of three options. The first option is a one-point perspective of a city from a “bird’s eye view.” The second option is a two-point perspective drawing of a city or town street. The final option is a two-point perspective drawing of a single house. Each option will be
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	<p>practiced in class, so students can make a decision as to which they prefer to draw. The final one will be colored and shaded with color pencil.</p> <ul style="list-style-type: none">• Hand Drawings: Art 2 Students will create a drawing incorporating their hand into a landscape. They will combine realistic hand drawings in a fantasy landscape.• Ink Drawings: Art 1 Students will study the art of Nadia Russ who started the NeoPopRealism Movement in the 1980s. They will create a pen and ink drawing in this style.• Photo Grid Drawing: Art 1 Students will bring in a photograph to class. They will grid their photograph and then grid the paper in proportion. They will go section by section to draw the photograph. <p>Instructional Strategies:</p> <ul style="list-style-type: none">• Demonstration of techniques by teacher.• Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments. <p>Interdisciplinary Connections</p> <ul style="list-style-type: none">• Developing creative and critical thinking skills to come up with personal ideas• Mathematic skills in measuring and drawing in perspective <p>Technology Integration:</p> <ul style="list-style-type: none">• Use of ELMO to demonstrate techniques. <p>Global Perspectives:</p> <ul style="list-style-type: none">• Students will observe how various
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	<p>cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> <p>• Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</p> <p>• Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others.</p> <p>• Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming</p> <p>• Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <p>• Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>21st Century Themes:</p> <ul style="list-style-type: none"> <p>• Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions</p>

Unit 2 – Shape/Form

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> Shape pertains to the use of areas in two-dimensional space that can be defined by edges, setting one flat specific space apart from another. Form is created by forming two or more shapes to create a three-dimensional form. Students will be able to distinguish between the two and use both in their art.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How has the use of form and shape changed throughout history? How does this change help us to understand different time periods and regions? 	Students will understand that... <ul style="list-style-type: none"> Utilizing shape and form, students will be able to create more realistic art. Students will use shapes and forms in conjunction with the other Elements and Principles of Design which will enhance their artwork.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.	<ul style="list-style-type: none"> Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems. Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.	<ul style="list-style-type: none"> Research and use the techniques and processes of various artists to create personal works. Develop skills in sketching and mark-making to plan, execute, and

	<p>construct two-dimensional images or three-dimensional models.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Watercolor Collage: Art 1 Students will experiment with different watercolor techniques on watercolor paper. They will cut out a foreground, middle ground, and background to create a simple landscape from the watercolor paper • Clay Pottery: Art 1 Look at Native American and Greek pottery. Investigate each style and choose one style as an influence to create a clay pot. • Clay Insects: Art 1 Students will create their own imaginary insect in clay. They will use the pinch pot method of construction to create the different sections of the insect. They will use slab and coil construction to finish the piece. The insect will be fired and glazed. • Negative Space: Art 2 Students will create a landscape using different colored papers. They will intricately cut out a background, middle ground and foreground to create this landscape. • Clay Construction: Art 2 Students will create a ceramic sculpture in which they will use the human form as inspiration. • Chalk Pastel Painting: Art 2 Students will create a chalk pastel painting of acrylic paint tubes. They are to focus on making the tubes appear to have volume. <p>Instructional Strategies</p>
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	<ul style="list-style-type: none"> • Demonstration of techniques by teacher. • Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • The investigation of art throughout time and culture • Arts functional use in different societies • The development of art alongside historical events <p>Technology Integration:</p> <ul style="list-style-type: none"> • Research based websites and videos to learn about different artists. <p>Global Perspectives:</p> <ul style="list-style-type: none"> • Art is created everywhere by all different groups of people. • Events, governments, beliefs, and other factors are all reflected in art
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. • Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. • Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming • Information Literacy: Writing prompts, articles about art

	<p>movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <ul style="list-style-type: none"> Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions
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Unit 3 – Color

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating visual art.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> Color pertains to the use of hue in artwork and design. The primary colors can be mixed to create secondary and tertiary.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How does color contribute to the unity of an artwork? How does color convey emotional qualities within a work? How much does color impact mood and emotion of a piece? 	<p>Students will understand ...</p> <ul style="list-style-type: none"> How artists vary hue, value, color, and intensity to create different effects. Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement through the use of color. The artist's understanding of the relationships among art media,

	<p>methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience through the use of color and tones.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	<ul style="list-style-type: none"> • Develop color-mixing skills and techniques through application of the principles of color and light theory. • Incorporate skills, concepts, and media to create images from ideation to resolution.
1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding	<ul style="list-style-type: none"> • Convey emotion through the use of color. • Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Fauves Oil Pastel: Art 1 Create a drawing of an interior place where you have been many times. Depict that place with an emphasis on perspective and lighting.
1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	<ul style="list-style-type: none"> • Drawing from a Photo: Using a chosen photo as a reference, manipulate the photo in Photoshop to create a mood. Using the gridding method, create a fully rendered drawing and incorporate color. • Creative Writing Project: Using descriptive scenes from the Creative Writing class, turn the piece of writing into a visual piece of art. Think about the art elements while creating the piece of work.
1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.	<ul style="list-style-type: none"> • Still Life:

	<p>Bring in objects from your home that represents you. Create a compositionally pleasing arrangement of these objects and create a still life painting.</p> <ul style="list-style-type: none"> • Watercolor Landscapes: Investigate the nature of watercolors, specifically how they bleed and blend. Find this in famous artworks that focus on landscapes. Create your own watercolor of a landscape. <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Demonstration of techniques by teacher. • Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Measurement in the gridding technique • Perspective measuring and geometry of shapes • History of Dutch still life painting • Interpret writing excerpts <p>Technology Integration:</p> <ul style="list-style-type: none"> • Taking photographs • Manipulation of photographs in Photoshop <p>Global Perspectives:</p> <ul style="list-style-type: none"> • Understanding of how to really look and interpret what is around you • Creativity comes from both external and internal sources
The following skills and themes listed to the right should be reflected in the design of	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation:

<p>units and lessons for this course or content area.</p>	<p>The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. • Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming • Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork • Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <ul style="list-style-type: none"> • Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions
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Unit 4 – Value/Texture

1.4 A - Aesthetic Responses: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.

Big Ideas: <i>Course Objectives / Content Statement(s)</i> Students will perceive and create value and texture in the environment and in artworks.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What is the difference between applied and actual texture? • How can texture create value and value create texture? 	Students will understand that... <ul style="list-style-type: none"> • Texture and value used together can help define a space. • Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept. • Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. • Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.	<ul style="list-style-type: none"> • Analyze how visual information is developed in specific media to create a recorded visual image. • Assess the challenges and outcomes associated with the media used in a variety of one's own work. • Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two-and/or three-dimensional artworks.
1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	
1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using historical significance, craftsmanship, cultural	
	Sample Assessments:

<p>context, and originality as criteria for assigning value to the works.</p>	
<p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>	<ul style="list-style-type: none"> <p>Object Shading: Art 1</p> <p>Students will complete a series of still life drawings in which they will experiment with different types of mark-making and shading to create different effects.</p> <p>Multi-Compositions: Art 1</p> <p>Students will separate their paper into 6 different sections. They will create 6 different compositions of a small object such as a key. They are to keep the composition interesting by changing the perspective and view of the object.</p> <p>Reduction Print: Art 1</p> <p>Students will create a reduction print using linoleum and ink. They will find a picture of a nature scene and digitally manipulate it in Photoshop to give it 4-5 different areas of color. Using their print out, they will transfer the picture to a linoleum block. They will number the different areas of shade 1-5 (1 being the lightest, 5 being the darkest). They will cut out all the 1s first and make 10 prints with the lightest color. They will continue cutting and printing getting progressively darker until they have 10 prints with 4-5 different shades of color.</p> <p>Multimedia Portraits: Art 2</p> <p>Students will draw a portrait or self-portrait. They will divide the portrait up into 6-8 sections. Each section will be a different media; oil pastel, chalk pastel, ink, graphite, colored pencil, etc.</p> <p>Value Collage: Art 2</p> <p>Students will create a portrait using collage. They will first create different shades and textures on tracing paper. The paper will be ripped up and glued down to create</p>

	<p>the darks and lights of the portrait they are creating.</p> <ul style="list-style-type: none"> • Text Drawing: Art 2 Students will create a drawing using text to shade and create contour. • Multi-Block Printmaking: Art 2 Students will create a print using multiple linoleum blocks. They must make sure that all the blocks line up correctly. They are to carve out different aspects of picture that will be printed in different colors. <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Demonstration of techniques by teacher. • Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments. <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • History of art movements and artists • Written and oral responses • Persuasive writing <p>Technology Integration</p> <ul style="list-style-type: none"> • Art 21 videos • Online documentary videos • Websites about artists <p>Global Perspectives</p> <ul style="list-style-type: none"> • Understanding of timeline and progression • Acceptance of ideas and thoughts that differ from student's views
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. • Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. • Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming • Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork • Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <ul style="list-style-type: none"> • Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions
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Unit 5 – Space

1.4 B - Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.

Big Ideas: *Course Objectives / Content Statement(s)*

The use of space in conjunction with color, form, shape, line, texture and value will help students create and understand environment.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How can the other elements of art help create and emphasize space? • How can the use of the other elements flatten or de-emphasize space? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. • The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. • Art and art-making reflect and affect the role of technology in a global society.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>	<ul style="list-style-type: none"> • Use non-traditional thinking and various techniques to create two- and three-dimensional artworks. • Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<ul style="list-style-type: none"> • Speculate on the meaning and content of art. • Develop your artistic language when viewing and interpreting art.

<p>1.4.12.B.3 Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Perspective: Art 1 Students will experiment with 1-point and 2-point perspective. The 1-point perspective will be a bird's eye view of a city. There are 2 options for 2-point perspective; a view looking from a corner down 2 streets or a house. After practicing each, students get the opportunity to choose the one they do for the final part of the project. • Still Life Painting: Art 1 Students will create a simple acrylic painting from an array of fruit, flowers, and other various objects. • Where's Waldo: Art 1 Students will create a large scale "Where's Waldo" drawing in which they will hide different objects and/or people. They must have a theme. • Perspective Drawing: Art 2 Students will create a perspective drawing from life by sitting <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Demonstration of techniques by teacher. • Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments. <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Written and oral responses • Persuasive writing <p>Technology Integration</p> <ul style="list-style-type: none"> • Online video about the art of
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	<p>critiquing</p> <p>Global Perspectives</p> <ul style="list-style-type: none"> • Expression of opinions in a positive way • Acceptance of ideas and thoughts that differ from student's views
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. • Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. • Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming • Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork • Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <ul style="list-style-type: none"> • Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions